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INFLUENCE OF USERS' PERCEPTION ON UTILISATION OF INFORMATION RESOURCES AND SERVICES IN SELECTED ACADEMIC LIBRARIES IN BENUE STATE, NIGERIA

Emmanuel Dugeri
Department of Library and Information Science
Rev. Fr. Moses Orshio Adasu University, Makurdi
edugeri@yahoo.co.uk, +2347030081439

Abstract
The study investigated influence of users' perception on utilisation of information resources and services in selected academic libraries in Benue State, Nigeria. Descriptive survey research design was adopted. The population of the study comprised 7,795 library users from two academic libraries: Rev. Fr. Moses Orshio Adasu University and Benue State Polytechnic, Ugbokolo. Two purposes were developed for the study, with two research questions and two null hypotheses formulated and tested. Stratified sampling technique was employed, and a sample of 214 library users, representing 2.75% of the population, was selected. The instrument used for data collection was questionnaire. Reliability of the instrument was established through a trial test involving 30 library users, yielding a Cronbach Alpha coefficient of 0.99. Data were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the hypotheses at the 0.05 level of significance. Findings revealed that users' perceptions of information resources significantly influenced the utilisation of these resources in academic libraries in Benue State. Additionally, there was a significant difference between users' perceptions and their utilisation of information services. Based on these findings, it was recommended that academic libraries in Benue State should regularly assess and improve the quality, relevance, and accessibility of their information resources to enhance positive user perceptions and encourage greater usage. Library management should also invest in user-oriented service delivery, including staff training and awareness campaigns, to bridge perception gaps and promote more effective utilisation of available information resources and services in academic libraries.
Keywords: Academic Libraries, Users' Perception, Utilisation, Information Resource, Information Service

Introduction

User perception is the way patrons interpret and make sense of a product, service, system, or experience based on their personal expectations, prior knowledge, experiences, and contextual interactions. According to Abubakar (2021), positive user perception towards a system significantly enhances its effectiveness and long-term use. Eze and Olatunji (2022), defines user perception as the individual's interpretation and evaluation of a service or product based on the interaction with its features and the satisfaction derived from it. Ajayi (2021) views user perception as the mental model that a user forms regarding the usefulness, usability, and reliability of a system, which in turn influences their willingness to continue using it. User perception is a subjective evaluation influenced by personal needs, expectations, and previous experiences, which ultimately determines the user's attitude and behavioural response to a given technology or service. These scholarly definitions emphasize that perception is not merely a passive reception of information but an active process shaped by individual cognition and contextual experiences.

The utilisation of information resources and services refers to the effective and efficient use of various sources of information and the services provided by the library for users to access, retrieve and utilize that information. According to (Friedman (2017), it encompasses the process of employing available resources efficiently and maximizing their potential benefits. The utilisation of information resources and services in libraries is essential for supporting teaching, learning and research activities within educational institutions. Utilisation of information resources and services in academic libraries is a critical component for the enhancement of academic performance and research outputs in universities. This involves the effective use of various library resources such as books, journals, electronic databases, and reference services by students, faculty, and other researchers. In Benue State, the utilisation of these resources is pivotal to academic success and the improvement of information literacy among users. Nicholas *et al.* (2014) stresses that analysis of usage statistics provides insights into the utilisation patterns of library resources such as databases, journals, e-books. This data helps libraries make informed decisions regarding collection development, subscription management and resource allocation.

Information resources in academic libraries encompass a range of organised processes dedicated to supporting learning, teaching, and research within their parent institutions. These resources, comprising both local and international content, are intended not only for students, faculty, and researchers but also for the broader university community and society (Umoh, 2017; Hurst, 2013). Academic libraries provide access to various types of information resources, including reference works, books, e-books, newspapers, journals, articles, research databases, special collections, manuscripts, archives, theses, and dissertations (Brown University, 2023). All of which are accessed and delivered through information service.

Information service is the organised activities, systems, and processes through which libraries and related institutions collect, manage, retrieve, and disseminate information to meet the diverse needs of users. It involves helping individuals locate and access relevant, accurate, and timely information resources, whether in print or electronic format. Information service typically includes reference services, current awareness services, user education, selective dissemination of information (SDI), interlibrary loans, and digital access support. According to Dervin (2023), the information services offered by academic libraries are crucial in advancing the research, teaching, and learning goals of their institutions. These services encompass a spectrum of activities designed to facilitate information access, promote information literacy, and support scholarly communication. Bopp and Smith (2021) identify key services such as reference assistance, information literacy instruction, collection development, research support, digital scholarship support, interlibrary loan, and document delivery.

Statement of the Problem

Academic libraries are vital service providers established to support teaching, learning, and research in higher institutions. They play a crucial role in meeting the diverse information and knowledge needs of students, teachers, and research scholars. However, despite the key roles played by academic libraries, users may be having poor perception on the utilisation of information resources and services. There may be a decline in daily patronage of academic libraries in Benue State, despite their crucial role in supporting teaching, learning, and research. The decline in library usage among students in Benue State could probably be linked to perceived deficiencies in the quality and availability of library resources and services. The academic libraries in this state may suffer from inadequate and outdated resources, which may contribute to negative

perceptions and lower usage rates. Additionally, the researcher personally observed lack of regular assessment of user feedback regarding the quality and accessibility of these resources. This gap in understanding users' experiences highlights the need for empirical research to identify these issues and develop strategies for improvement. Conducting such research is essential for making targeted enhancements that will better support academic excellence and research productivity in Benue State.

Objectives of the Study

The purpose of this study is to investigate the influence of users' perception and utilisation of information resources and services in selected academic libraries in Benue State, Nigeria. Specifically, the study seeks to:

1. determine the influence of users' perception on the utilisation of information resources in academic libraries in Benue State.
2. ascertain the influence of users' perception on the utilisation of information services in academic libraries in Benue State.

Research Questions

This study is guided by the following research questions:

1. How does users' perception influence the utilisation of information resources in academic libraries in Benue State?
2. How does users' perception influence the utilisation of information services in academic libraries in Benue State?

Hypotheses

The following hypotheses are formulated and will be tested at 0.05 level of significance:

$H0_1$: There is no significant difference between users' perception and utilisation of information resources in academic libraries in Benue State.

$H0_2$: There is no significant difference between users' perception and utilisation of information service in Benue State.

Review of related Literature

User's perception refers to how individuals interpret and experience the services, resources, and environment provided by libraries. This concept encompasses various aspects, including user satisfaction, expectations, and the overall quality of library services. According to Jones (2022), user perception is crucial in assessing the effectiveness and relevance of library services. For example, a library that effectively meets the needs of its users and adapts to their changing preferences is perceived more positively, enhancing its role as a vital community resource.

The importance of user perception in libraries cannot be overstated. Libraries are increasingly recognized as dynamic institutions that must respond to evolving user needs and technological advancements. According to Smith and Johnson (2023), understanding user perception helps libraries tailor their services, resources, and physical spaces to better serve their communities. This user-centric approach not only improves service delivery but also ensures that libraries remain integral to community engagement and learning. Moreover, user perception significantly impacts the allocation of resources and the development of library programs. Libraries that regularly assess user feedback can identify gaps in service and prioritize

improvements that enhance user satisfaction. As noted by Lee et al. (2024), incorporating user feedback into decision-making processes leads to more effective and responsive library services. This continuous loop of feedback and improvement fosters a more positive perception among users, reinforcing the library's value and relevance. Libraries that actively consider and address user perceptions are better positioned to advocate for support and funding. Positive user perceptions often translate into stronger community support and advocacy, which is crucial for securing necessary resources. According to Wilson and Clark (2023), libraries with high user satisfaction are more likely to garner public and institutional support, ultimately strengthening their capacity to deliver quality services and adapt to future challenges. Thus, user perception not only affects daily operations but also plays a pivotal role in the long-term sustainability of library services.

Information services are the various activities and functions performed by libraries to ensure that users can access, retrieve, and effectively use relevant information for academic, research, or personal development purposes. These services include reference services, current awareness services, selective dissemination of information, bibliographic assistance, user education, and access to digital resources. In academic libraries, information services are essential for supporting teaching, learning, and research by helping users navigate the vast range of print and electronic resources available to them. Therefore, understanding user perceptions of these services is essential for continuous improvement and alignment with their expectations.

Users' perception of information services in academic libraries reflects how library patrons evaluate the quality, relevance, accessibility, and adequacy of the resources and support services they receive. These perceptions may influence the extent of library usage, user satisfaction, and the continuous improvement of library services. Udo-Anwa and Ekere (2023) opined that users' perceptions are shaped largely by their interactions with library personnel and the ease of accessing information resources. Similarly, Egberongbe and Lawal (2022) found that many users in Nigerian university libraries expressed moderate satisfaction with information services, citing helpful staff and resource relevance as key strengths. Their findings indicated that libraries that prioritize user-centered services tend to receive more positive perceptions and increased patronage.

Users' perception has a probability of influencing how frequently and effectively information resources are utilized in academic libraries. Perception, in this context, refers to the users' assessment of the relevance, ease of use, reliability, and accessibility of resources. If users view the resources as useful and dependable, there is a strong likelihood that they will engage with them. Conversely, if their perception is negative such as viewing the resources as outdated or irrelevant; there is a greater chance of underutilisation. Ojua and Ejembi (2022) states that when students perceive library materials as current and relevant, they are more likely to use them for academic purposes. The probability of frequent library usage increases when users believe the resources align with their needs. Ocheibi and Onoja (2023) note that the likelihood of utilising digital resources rises when users feel the library supports their digital literacy needs. Their findings revealed a strong positive correlation, suggesting that a favorable perception significantly increases the probability of resource engagement.

It is therefore probable that improving resource quality and user support will lead to higher utilisation rates. Ejeh and Okpeh (2022) indicates that when library staff are approachable and knowledgeable, there is a greater likelihood that users will view the library as a supportive

academic environment. This perception tends to increase the chances of users returning to the library. In the same vein, Adakole and Agbo (2023) assert that users who perceive poor infrastructure such as limited seating or weak lighting are less likely to utilize library services. Thus, it is plausible to suggest that both the physical and human elements of library service delivery jointly affect users' perceptions and, in turn, the probability of resource usage. Agber and Iwuchukwu (2022) argue that the likelihood of resource usage increases when users are aware of what the library offers. Their study showed that many undergraduates in Benue State were less likely to use resources due to limited awareness, even when resources were available. Onaji and Terwase (2023) also discover that students exposed to regular library orientation programs had a higher probability of using e-resources. These findings suggest a strong possibility that targeted awareness and orientation programs can positively shift user perception and increase the likelihood of resource utilisation. According to Okoh and Ugwu (2022), users are more likely to avoid library resources when they perceive the access process as difficult. Their study showed a lower probability of usage among students who considered the library interface and catalog systems complex. Ali and Terkimbi (2023) concluded that libraries with mobile-friendly platforms and simple search tools had a higher probability of being used by students. This suggests that simplifying access mechanisms increases the likelihood of a positive perception and subsequent utilisation of resources. Odu and Omale (2022) maintain that students are more likely to use library resources when they perceive them as relevant to their coursework and research.

The perceived academic value of a resource plays a critical role in determining the probability of its usage. Abah and Ejeh (2023) found that departments that collaborated with the library to tailor resources to academic needs saw a significant increase in student engagement. These findings strongly imply that academic relevance boosts the probability of resource utilisation by aligning with users' perceived needs. Anum and Ukwu (2023) argue that students are more likely to engage with library resources when they perceive technological tools like augmented reality or virtual reference services as modern and effective. Their research indicated a high probability that integrating such technologies enhances user perception. Similarly, Eze and Akosu (2022) found that libraries employing digital innovations reported a greater likelihood of frequent resource use among students. Thus, it is probable that embracing emerging technologies enhances both perception and utilisation of academic information resources.

Users' perception may influence the utilisation of information services in academic libraries. It is probable that when users hold positive perceptions of library services such as reference services, current awareness services, online databases, and circulation servicesthey are more likely to utilize them. Conversely, if users perceive library services as outdated, insufficient, or inaccessible, their level of usage may decrease, regardless of the actual quality of resources. Perception often encompasses user experiences, expectations, attitudes, and satisfaction, which shape the willingness to engage with library offerings. Aina and Ojo (2023) state that students' favourable perception of reference and online services in Nigerian academic libraries led to high usage frequency and user satisfaction. Ukachi and Eze (2022) posit that perceived service quality and librarians' responsiveness significantly enhanced user attitudes and information-seeking behaviour. Their study revealed that students who viewed library staff as approachable and knowledgeable were more likely to return and use services repeatedly. The implication is that positive interpersonal interactions and timely assistance reinforce the perception of reliability and effectiveness in library services.

Perceived accessibility and relevance of library services can increase patronage. This is further explained by Ogbene and Uzoigwe (2022) who state that students perceived libraries with functional internet access and updated databases as more useful, thereby increasing their use for assignments and research. In the same vein, Nnadozie and Igwesi (2023) notes that when users believe that the library collections are relevant to their academic needs, they are more inclined to explore both physical and digital services. Their findings suggest that perceptions rooted in functionality and academic alignment influence the extent to which users rely on library services. Negative user perceptions, often based on previous poor experiences or misinformation, may discourage service utilisation. Anyaoku and Ezeani (2022) observe that some students believed library services were outdated or too traditional, which discouraged them from exploring available digital resources. Abubakar and Waziri (2023) found that when library spaces were perceived as uncomfortable or poorly organised, users tended to avoid in-person visits.

The role of orientation and information literacy in shaping user perception cannot be overstated. According to Yusuf and Danladi (2022), students who received comprehensive library orientation had a more favourable perception of the library's role in academic success, which led to greater utilisation of information services. Furthermore, Ebiye and Okoro (2023) assert that information literacy programmes positively impacted students' confidence and perception of e-library platforms. Their study concluded that well-structured awareness initiatives could transform indifferent or negative perceptions into proactive engagement with library resources. This suggests that academic libraries should invest in regular user education to foster positive attitudes. Additionally, demographic factors such as academic level and field of study can influence user perceptions. Olayemi and Umeh (2023) state that postgraduate students often perceived library services as more critical and were therefore more likely to utilize advanced services like interlibrary loans and electronic journals. Likewise, Okonkwo and Bello (2022) emphasise that students in the sciences had more favourable perceptions of digital databases, which led to higher rates of use compared to their counterparts in the humanities.

Aladeniyi and Owokole (2017) investigated the utilisation of library information resources by undergraduate students at the University of Medical Sciences, Ondo, Ondo State, Nigeria. The aim of their study was to assess how undergraduates used the library's information resources and to identify any challenges they faced. Their findings indicated that while students acknowledged the availability of various resources and used them for purposes such as general information, examinations, assignments, and research, the majority used the resources only occasionally. Textbooks emerged as the most frequently utilized resource. Despite this, only a few students reported facing challenges in using the library resources. Based on these findings, the researchers recommended strategies to improve the usage of library resources at the institution.

Ebaye and Osim (2024) investigated the Utilisation of Information Resources and Services among Undergraduate Students in Federal University Libraries in South-South, Nigeria. The study aimed to explore the patterns of how undergraduate students use information resources and services in university libraries located in the South-South region of Nigeria. The study found a significant relationship between the librarians' selective skills and students' utilisation of library resources. Based on these findings, the study recommended that librarians continue to ensure the acquisition of appropriate materials for optimal library use.

Igwebuike and Agbo (2024) examined strategies for effective utilisation of library resources and services by distance education students in National Teachers Institute in Enugu

State, Nigeria. The research aimed to explore how distance education students utilize library resources and services, identify the challenges they face, and propose strategies to enhance the effective use of these resources. The findings indicated that NTI students primarily used the library for knowledge acquisition, consulting reference materials, writing assignments, and preparing for exams. However, they faced several issues, including limited knowledge of library services, poor cataloguing and classification, time constraints, inadequate staffing, insufficient power supply, high costs for materials like e-books, and poor funding. The study recommended organizing seminars and workshops, improving power supply, expanding library space, providing up-to-date resources, and hiring more staff to address these challenges.

Resseach Methodology

The study adopted a descriptive survey design, which was deemed appropriate for collecting, analyzing, and interpreting data from a representative sample without manipulating any variables. The target population comprised 7,795 library users drawn from two academic libraries in Benue State: Benue State University, Makurdi (5,833 users) and Benue State Polytechnic, Ugbokolo (1,962 users). A sample size of 214 respondents was selected using the proportionate sampling technique. This technique was employed to ensure that participants from each institution were represented in the sample in proportion to their actual population sizes, thereby enhancing the generalizability and representativeness of the findings across both libraries. To determine the sample size, 2.75% of the total population (7,795) was computed. The decision to use 2.75% was based on the need to select a manageable yet statistically meaningful sample that reflects the diversity within the population while taking into consideration resource constraints such as time and accessibility. This approach aligns with the recommendations of Nwana (1981), who suggested that when dealing with large populations, a sample size between 1% and 10% is adequate. Data for the study were collected using a self-developed questionnaire titled Users' Perception and Utilisation of Information Resources and Services of Academic Libraries Questionnaire (UPUIRSALQ). The questionnaire was designed to capture users' perceptions and patterns of library resource utilisation. Descriptive statistics including frequency counts, mean scores, and standard deviations were employed to answer the research questions. To test the hypotheses, the Chi-square (χ^2) was used at the 0.05 level of significance. A p-value less than 0.05 led to the rejection of the null hypothesis, indicating a statistically significant difference, while a p-value equal to or greater than 0.05 resulted in the acceptance of the null hypothesis, indicating no significant difference.

Results

Research Question 1: How does users' perception influence the utilisation of information resources in academic libraries in Benue State?

Table 1: Mean and Standard Deviation of Users' Perception on the Utilisation of Information Resources in Academic Libraries in Benue State

s/no	Item Description =N=206	SA	A	D	SD	Mean	Std. D.	Remarks
1	My view of the library influences how often I use its resources.	41	79	67	19	2.69	0.90	Agree
2	I use more resources when I perceive them to be valuable.	64	77	39	26	2.87	1.00	Agree
2	My academic success motivates my library use.	68	68	60	10	2.94	0.90	Agree
4	I avoid using outdated resources even when available.	58	89	44	15	2.92	0.89	Agree
5	I am more likely to use resources I perceive as relevant.	48	77	68	13	2.78	0.88	Agree
6	A positive perception increases my use of digital resources.	49	118	20	19	2.96	0.84	Agree
7	I frequently use library resources due to their reliability.	22	126	43	15	2.75	0.74	Agree
8	Perception of accessibility affects how I use the library.	120	37	30	19	3.25	1.02	Agree
9	I am influenced by peer opinions about library resources.	48	49	84	25	2.58	0.98	Agree
10	Awareness of available resources boosts my usage.	57	84	33	32	2.81	1.01	Agree
	Cluster					**2.86**	**0.92**	**Agree**

Source: Fieldwork, 2025

Table 1 reveals mean and standard deviation of the users' perception influence the utilisation of information resources in academic libraries in Benue State. The result reveals that users' perceptions significantly influence how frequently they utilize information resources. Items such as perceiving resources as valuable (Mean = 2.87), relevant (Mean = 2.78), and reliable (Mean = 2.75) all indicate a strong link between positive perception and resource usage. Similarly, perceptions of accessibility (Mean = 3.25) and awareness (Mean = 2.81) positively affect utilisation. The high cluster mean of 2.86 confirms that favorable perceptions boost resource engagement. Users also acknowledge that their academic success and the relevance they assign to resources motivate their usage, illustrating that perception plays a critical role in shaping utilisation patterns. Table 3 equally reveal thatthe standard deviations are tightly clustered around 0.74 to 1.02, reflecting consistent perceptions of how users' views influence resource utilisation, with minimal variation across different items. This suggests users generally agree on the influence perceptions have on their resource usage.

Research Question 2: How does users' perception influence the utilisation of information services in academic libraries in Benue State?

Table 2: Mean and Standard Deviation on the Users' Perception Influencing the Utilisation of Information Services in Academic Libraries in Benue State

s/no	Item Description =N=206	SA	A	D	SD	Mean	Std. D.	Remarks
11	My trust in librarians encourages me to seek their help.	25	95	61	25	2.58	0.86	Agree
12	Friendly service staff increase my use of library services.	100	33	40	33	2.97	1.15	Agree
13	I participate in training when I perceive its value.	28	93	29	56	2.65	1.03	Agree
14	I attend library workshops when they are well-organised.	197	6	3	-	3.94	0.29	Agree
15	I prefer services that are perceived to be fast and efficient.	191	9	3	3	3.88	0.47	Agree
16	I am more likely to request assistance when treated with respect.	110	91	5	-	3.51	0.55	Agree
17	My satisfaction with past service affects future usage.	62	74	54	16	2.88	0.93	Agree
18	I recommend services I perceive as effective.	57	73	56	20	2.81	0.95	Agree
19	The perception of usefulness drives service utilisation.	48	80	60	18	2.77	0.91	Agree
20	Services perceived as outdated are less utilized by me.	69	77	38	22	2.94	0.97	Agree
	Cluster					**3.09**	**0.81**	**Agree**

Source: Fieldwork, 2025

Table 2 shows mean and standard deviation of the users' perception influence the utilisation of information services in academic libraries in Benue State. The result reviews that the data suggests that users' perceptions significantly impact their engagement with information services. Items like trust in librarians (Mean = 2.58), friendliness of staff (Mean = 2.97), and the perceived usefulness of services (Mean = 2.77) highlight that positive perceptions enhance service utilisation. The most highly rated item, participation in well-organised workshops (Mean = 3.94), underscores the importance of perceived value and quality of services. The cluster mean of 3.09 indicates a strong correlation between positive perceptions and increased usage of services, including timely support, efficiency, and respectful treatment, which collectively encourage ongoing engagement.Table 4 also standard deviations which range from 0.55 to 1.15, with most items like well-organised workshops (0.29) showing very low variability, indicating strong consensus. Items such as trust in librarians and helpfulness of staff have standard deviations near 1, indicating moderate variability in perceptions of service influence.

Hypothesis 1: There is no significant difference between users' perception and utilisation of information resources in academic libraries in Benue State.

Table 3: Sample T-test of the Significant Difference between Users' Perception and Utilisation of Information Resources in Academic Libraries in Benue State

Variables	$(\bar{x})$	S.D	t-value	Df	p-value	Remarks
Users' Perception of Information Resources	2.65	0.985				
Utilisation of Information Resources	2.82	1.008	-6.214	205	0.000	Sign

Table 3 shows a significant difference between users' perception of information resources (mean = 2.65, SD = 0.985) and their utilisation of information resources (mean = 2.82, SD = 1.008) in academic libraries in Benue State, with a t-value of -6.214, degrees of freedom (df) = 205, and a p-value of 0.000. This result indicates that users' perceptions significantly differ from their actual utilisation of information resources. Therefore, the null hypothesis of no significant difference is rejected.

Hypothesis 2: There is no significant difference between users' perception and utilisation of information service in Benue State.

Table 4: Sample T-test of the Significant Difference between Users' Perception and Utilisation of Information Service in Benue State

Variables	$\bar{x}$	S.D	t-value	df	p-value	Remarks
Users' perception of information services in academic libraries	2.83	1.02				
Users' perception on the utilisation of information services	2.84	0.95	39.66	205	0.000	Sign

Table 4 shows a significant difference between users' perception of information services (mean = 2.83, SD = 1.02) and their perception of the utilisation of information services (mean = 2.84, SD = 0.95) in academic libraries in Benue State. The result yields a t-value of 39.66, with 205 degrees of freedom and a p-value of 0.000. This indicates that even a slight variation exists between perception and perceived utilisation, it is statistically significant. Hence, the null hypothesis of no significant difference is rejected.

Discussion of Findings

Findings revealed that users' perceptions of information resources significantly influence the utilisation of these resources in academic libraries in Benue State. This result could be attributed to the fact that users are more likely to utilize information resources they perceive as relevant, current, and accessible. The result agrees with the findings of Eneh, Ukachi, Ibikunle, and Sambe (2023), who found that ICT skills improvement and enhanced internet facilities are crucial for sustaining Electronic Information Resources (EIRs). These factors are essential in improving access and ensuring the effective use of digital resources in academic libraries. The result is also in line

with the study by Igwebuike and Agbo (2024), who found that NTI students primarily utilized the library for knowledge acquisition, consulting reference materials, writing assignments, and preparing for examinations. Their findings highlight the multifaceted functions of academic libraries in supporting students' academic endeavors and underscore the need for libraries to diversify and tailor their resources and services to meet users' specific academic and research needs.

The findings also indicated a significant difference between users' perceptions and their utilisation of information services. The result could be attributed to a mismatch between users' expectations and the actual quality or accessibility of the information services provided. In many academic libraries, users may hold positive perceptions based on the library's reputation, physical infrastructure, or promotional efforts. The finding agrees with Ubogu (2019) who found that ICTs were primarily utilized for acquisition, cataloging, and circulation due to their efficiency and time-saving attributes. This suggests that users tend to favor ICT-based services because of their convenience and speed, which can influence overall satisfaction and continued usage. It also highlights the necessity for libraries to focus on enhancing ICT infrastructure and training to maximize service delivery.

Conclusion

Based on the findings, it can be concluded that users' perceptions play a critical role in shaping the extent to which information resources are utilised in academic libraries in Benue State. The significant difference observed between perception and actual utilisation underscores a complex interplay between awareness, accessibility, user experience, and perceived value of library services. This disparity suggests that while users may recognize the importance of available resources, factors such as inadequate orientation, limited digital competence, or systemic inefficiencies may impede full engagement.

Recommendations

Based on the findings, it was recommended that:

i. Academic libraries in Benue State should regularly assess and improve the quality, relevance, and accessibility of their information resources to enhance positive user perceptions and encourage greater usage.
ii. Library management should invest in user-oriented service delivery, including staff training and awareness campaigns, to bridge perception gaps and promote more effective use of available services.

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